R E P O R T R E S U M E S

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FOLLOW-UPS OF THE JUNIOR COLLEGE TRANSFER STUDENT.

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A SURVEY OF 24 STUDIES RECEIVED AT THE CLEARINGHOUSE DEALING WITH SUCCESS ACHIEVED BY THE TRANSFER STUDENT LEADS TO THE FOLLOWING CONCLUSIONS--(1) STUDENTS TYPICALLY EXPERIENCE A LOWER GRADE-POINT AVERAGE DURING THE FIRST SEMESTER FOLLOWING TRANSFER, (2) IN MOST CASES RECOVERY OF MARKS DURING SUBSEQUENT SEMESTERS CAN BE NOTED, AND (3) GRADE POINT AVERAGES IMPROVE WITH EACH SUCCESSIVE SEMESTER AT THE SENIOR INSTITUTION. SURVEYS OF THE LITERATURE DETERMINED THAT TRANSFER STUDENTS' MARKS ARE LOWER THAN THE AVERAGE GRADES MADE BY STUDENTS WHO ENTERED SENIOR INSTITUTIONS AS FRESHMEN, THAT THE TRANSFER STUDENT IS LESS LIKELY THAN THE NATIVE TO GRADUATE, AND THAT THE TRANSFER STUDENT WHO DOES GRADUATE TAKES LONGER TO REACH THE BACCALAUREATE THAN DOES THE COMPARABLE NATIVE STUDENT. WITH REGARD TO METHODOLOGY AND QUALITY OF THE STUDIES THEMSELVES--(1) THE STUDIES ARE FOR THE MOST PART BASED ON COMPILATIONS OF GRADE-POINT RECORDS AND AS SUCH DO NOT LEND INSIGHT INTO REASONS FOR SUCCESS OR FAILURE OF THE TRANSFER STUDENTS, AND (2) THEY DO NOT ATTEMPT TO DRAW INFERENCES, CONCLUSIONS, OR RECOMMENDATIONS FOR MODIFYING JUNIOR COLLEGE OFFERINGS IN THE LIGHT OF THEIR FINDINGS. (BIBLIOGRAPHY OF STUDIES INCLUDED IN THE SUMMARY IS APPENDED.) THIS ARTICLE WAS PUBLISHED IN "JUNIOR COLLEGE RESEARCH REVIEW," VOLUME 1, NUMBER 1, FEBRUARY 1967. (AL)

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UCLA CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION

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JUNIOR COLLEGE RESEARCH REVIEW

February, 1967

A periodical review of research reports received and processed at the Clearinghouse for Junior College Information

FOLLOW-UPS OF THE JUNIOR COLLEGE TRANSFER STUDENT

The studies included in this review are drawn from those which have been received at the Clearinghouse during the past six months. The Clearinghouse processes only those reports which summarize information — it does not include raw statistical data in its collection except as that data is contained in the research studies themselves.

Sources: To date, twenty-four research reports on success achieved by the junior college transfer student have been received and processed at the Clearinghouse for Junior College Information. Of those studies, ten were produced by junior college counseling centers, four by junior college research offices, and six by staff members. Four are journal articles.

Methodology: Fifteen studies gained requisite data by surveying student achievement records made at transfer institutions, six mailed questionnaires to their graduates, and three surveyed the literature of the field.

Data was reported in tables or graphs along with narrative comments and recommendations. Eight reports included breakdowns of grades earned by major field studies, and two by departments entered at the senior institution. Five studies reported cumulative grade-point averages of all transferring students; ten included breakdowns by names of institutions to which students transferred. Two added other types of personal data.

Outstanding in methodology are studies done at Los Angeles City College (see Bibliography). Each of these research documents defines purposes, spells out procedures, presents findings in tabular form with narrative explanations, and makes summaries.

Findings: The following may be concluded by a survey of the twenty-four studies included in this review:

1) Students who enter junior colleges and transfer eventually to senior institutions typically experience a lower grade-point average during the first semester following transfer.
2) In most cases, the transfer student's marks recover from the loss which occurs during his first semester.
3) Transfers' grade-point averages improve with each successive semester in which they are enrolled at the senior institution.
4) The studies which surveyed the literature determined that (a) transfer students' marks are lower than the average grades made by students who entered senior institutions as freshmen (natives); (b) the transfer student is less likely than the native to graduate; (c) the transfer student who does graduate takes longer to reach the baccalaureate than does the comparable native student.

These findings tend to corroborate conclusions drawn recently by Medsker[1] and Knoell[2] and to reinforce data reported in research dating to 1928.[3]

Summary: Most follow-up studies received in the Clearinghouse focus on success of the junior college transfer student with success being measured by grade marks earned at four-year colleges and universities. Although a few of these institutional research reports add biographical data on students, most include only grade compilations and comparisons tabulated by subject area and name of transfer institution. In all cases, tables and graphs are clearly presented.

Institutional studies summarized in this

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review report information well. They do not, however, lend insight into reasons for success or failure of the transfer student, nor do they attempt to draw inferences, conclusions, or recommendations for modifying junior college offerings in the light of their findings. Research expanded in scope to include attacks on these and other problems associated with junior college transfer students is indicated.

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[1]Leland Medsker, *Junior College: Progress and Prospect* (New York: McGraw-Hill Book Co., 1960).

[2]Dorothy M. Knoell and Leland L. Medsker, *Factors Affecting Performance of Transfer Students from Two- to Four-Year Colleges* (Berkeley: Center for the Study of Higher Education, 1964); and *Articulation between Two-Year and Four-Year Colleges* (Berkeley: Center for the Study of Higher Education, 1964).

[3]H. M. Showman, "Junior College Transfers at the University of California at Los Angeles," *California Quarterly of Secondary Education*, 4:319-322, June 1929.

John E. Roueche

This is the first issue of *Junior College Research Review*, a publication of the Clearinghouse for Junior College Information. The Clearinghouse, located at UCLA, is one of twelve currently operating within the U.S. Office of Education's Educational Research Information Center (ERIC) network. ERIC represents a nationwide effort to assist the field of education by making research information available in various formats. *Junior College Research Review* periodically will summarize studies received at the Junior College Clearinghouse.

This issue of the *Review* is a summary of twenty-four research reports dealing with success of junior college transfer students. Subsequent issues will consider studies of staff, curricula, programs, libraries, community services, and other topics specifically related to the development and evaluation of junior college operations.

Abstracts of all studies included in *Junior College Research Review* may be obtained from the Clearinghouse. Requests should be made by document number. Copies of the complete research reports are available for study at the Clearinghouse on weekdays between 8:00 a.m. and 5:00 p.m. At the present time the Clearinghouse is *not* equipped to furnish complete copies for general distribution.

Our ability to develop the *Review* and other Clearinghouse services depends, in large measure, on your participation. Please send two copies of your research studies on any phase of junior college operations so that we may include them in the Clearinghouse collection. Send them to:

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Thank you.

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